



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

REVIEWS

LITERATURE FOR THE JUNIOR HIGH SCHOOL

The rapid development of the junior high school as an institution is sure to call forth a very considerable number of textbooks intended to meet its peculiar needs. Already two volumes¹ of junior high school literature have appeared.

The Atlantic book will prove much more entertaining to the teachers into whose hands it comes, for the selections are almost all new to the schoolroom. They are all good, too; the literary taste of Messrs. Thomas and Paul is impeccable. Whether all of the essays and stories included are suited to the interests and capacity of even ninth-grade children is less certain. In more than one of them the action is slight, and the tone characteristic of the "Contributor's Club" pervades or even dominates the whole book. For class use, especially with young people, more of the humorous and gay as well as more of the thrilling and adventurous would be an improvement. The volume is not entirely lacking in such material—Mark Twain's "Literary Nightmare" is bright enough, and the story of the "Airman's Escape" is thrilling enough—but such material is more than counterbalanced by the gruesome, superstitious story "The Lame Priest." The notes have been placed at the back of the volume and are not very different from those in better readers for the upper elementary grades—brief biographies with a few better-than-usual suggestions for study, and a simple glossary. As a fundamental text for the study of literature in the junior high school this book may not prove a great success; as a supplement to such a text it will prove highly desirable.

As one takes up the Elson-Keck text he feels at once the authors' experienced facility in book-making. The material, even more abundant than in the Atlantic book, is selected to present all types of discourse, all moods of the mind, many periods of English and American literature. There is enough new, or at least unusual, material to make the volume attractive, and there is enough of the usual, such as King Arthur stories, "Sleepy Hollow," and the "Great Stone Face," to satisfy

¹ *Atlantic Prose and Poetry*. By CHARLES SWAIN THOMAS and H. G. PAUL. Boston: The Atlantic Monthly Press. 1919. Pp. 388.

Junior High School Literature. Book I. By WILLIAM H. ELSON and CHRISTINE M. KECK. Chicago: Scott, Foresman & Company. 1919. Pp. 624.

the most rut-loving pedagogue. The volume is divided into four parts: nature, adventures, ideals, and America. The authors have had in mind throughout to make clear to the young reader his heritage of English culture and freedom. This has naturally led them to include not a little history—particularly in Parts III and IV. The attempt in Part IV to portray American life and literature by means of samples, is, of course, only a qualified success. The task is too large for two hundred pages. The weakness of this volume is in the difficulty of the selections. The book is intended for seventh grade, according to the authors, yet several of the selections will puzzle students of the ninth and tenth. In both language and thought they are too difficult. The notes are of the kind with which we have grown familiar in the Elson Readers.

On the whole it seems that both pairs of authors have produced interesting, useful books—not particularly different from what they might have produced if there had not been any junior high school. The institution does not seem, so far, to have impressed any characteristic very strongly upon the texts developed for it. Something more of range in the subject-matter, something more of liberality in the matter of pages to be covered, something more of adulthood in the ideas and expression—these tendencies one may but uncertainly trace in these foresamples of a new sort of books. Perhaps we should be satisfied that the junior high school has stimulated the production of two such generally satisfactory volumes.

W. W. H.

BOOK NOTICES

[Mention under this head does not preclude review elsewhere.]

A History of American Literature. Revised and enlarged. By WALTER C. BRONSON. New York: D. C. Heath & Co., 1919. Pp. 490.

The most notable addition from the earlier edition is the treatment of twentieth-century literature down to 1918.

Vital English—Book One, Elementary Composition; Book Two, Grammar and Composition. By RALPH C. TAYLOR and LOUISE K. MORSS. Pp. 246 and 375, respectively. New York: F. M. Ambrose & Co., 1919.

Textbooks for elementary schools.

Autobiography and Essays. By THOMAS HENRY HUXLEY. Edited by BRANDER MATTHEWS. New York: Gregg Publishing Co., 1919. Pp. 276.

This and the following are the first two numbers of a new series of classics at a moderate price. In each case the introduction is written by a well-known scholar and critic.